

Information for Contributors

Statement of Purpose

The purpose of *Applied Language Learning* (ALL) is to increase and promote professional communication within the Defense Language Program and academic communities on adult language learning for functional purposes.

Submission of Manuscripts

The Editor encourages the submission of research and review manuscripts from such disciplines as: (1) instructional methods and techniques; (2) curriculum and materials development; (3) testing and evaluation; (4) implications and applications of research from related fields such as linguistics, education, communication, psychology, and social sciences; (5) assessment of needs within the profession.

Research Article

Divide your manuscript into the following sections:

- Abstract
 - Introduction
 - Method
 - Results
 - Discussion
 - Conclusion
 - Appendices
 - Notes
 - References
 - Acknowledgments
 - Author

Abstract

Identify the purpose of the article, provide an overview of the content, and suggest findings in an abstract of not more than 200 words.

Introduction

In a few paragraphs, state the purpose of the study and relate it to the hypothesis and the experimental design. Point out the theoretical implications of the study and relate them to previous work in the area.

Next, under the subsection *Literature Review*, discuss work that had a direct impact on your study. Cite only research pertinent to a specific issue and avoid references with only tangential or general significance. Emphasize pertinent findings and relevant methodological issues. Provide the logical continuity between previous and present work. Whenever appropriate, treat controversial issues fairly. You may state that certain studies support one conclusion and others challenge or contradict it.

Method

Describe how you conducted the study. Give a brief synopsis of the method. Next develop the subsections pertaining to the *participants*, the *materials*, and the *procedure*.

Participants. Identify the number and type of participants. Specify how they were selected and how many participated in each experiment. Provide major demographic characteristics such as age, sex, geographic location, and institutional affiliation. Identify the number of experiment dropouts and the reasons they did not continue.

Materials. Describe briefly the materials used and their function in the experiment.

Procedure. Describe each step in the conduct of the research. Include the instructions to the participants, the formation of the groups, and the specific experimental manipulations.

Results

First state the results. Next describe them in sufficient detail to justify the findings. Mention all relevant results, including those that run counter to the hypothesis.

Tables and figures. Prepare tables to present exact values. Use tables sparingly. Sometimes you can present data more efficiently in a few sentences than in a table. Avoid developing tables for information already presented in other places. Prepare figures to illustrate key interactions, major interdependencies, and general comparisons. Indicate to the reader what to look for in tables and figures.

Discussion

Express your support or nonsupport for the original hypothesis. Next examine, interpret, and qualify the results and draw inferences from them. Do not repeat old statements: Create new statements that further contribute to your position and to readers understanding of it.

Conclusion

Succinctly describe the contribution of the study to the field. State how it has helped to resolve the original problem. Identify conclusions and theoretical implications that can be drawn from your study.

Appendices

Place detailed information (for example, a table, lists of words, or a sample of a questionnaire) that would be distracting to read in the main body of the article in the appendices.

Notes

Use them for substantive information only, and number them serially throughout the manuscript. They all should be listed on a separate page entitled *Notes*.

References

Submit on a separate page of the manuscript a list of references with the centered heading: *References*. Arrange the entries alphabetically by surname of authors. Review the format for bibliographic entries of references in the following sample:

Dulay, H., & Burt, M. (1974). Errors and strategies in child second language acquisition. *TESOL Quarterly*, 16 (1), 93-95.

Harris, D. P. (1969). *Testing English as a second language*. New York: McGraw-Hill.

List all works cited in the manuscripts in *References*, and conversely, cite all works included in *References* in the manuscript. Include in reference citations in the text of the manuscript the name of the author of the work cited, the date of the work, and when quoting, the page numbers on which the materials that you are quoting originally appeared, e.g., (Jones, 1982, pp. 235-238).

Acknowledgments

Identify colleagues who contributed to the study and assisted you in the writing process.

Author

Type the title of the article and the author's name on a separate page to ensure anonymity in the review process. Prepare an autobiographical note indicating: full name, position, department, institution, mailing address, and specialization(s). Example follows:

JANE C. DOE, Assistant Professor, Foreign Language Education,
University of America, 226 N. Madison St., Madison, WI 55306.
Specializations: foreign language acquisition, curriculum studies.

Review Article

It should describe, discuss, and evaluate several publications that fall into a topical category in foreign language education. The relative significance of the publications in the context of teaching realms should be pointed out. A review article should be 15 to 20 double-spaced pages.

Review

Submit reviews of textbooks, scholarly works on foreign language education, dictionaries, tests, computer software, video tapes, and other non-print materials. Point out both positive and negative aspects of the work(s) being considered. In the three to five double-spaced pages of the manuscript, give a clear but brief statement of the work's content and a critical assessment of its contribution to the profession. Keep quotations short. Do not send reviews that are merely descriptive.

Manuscripts are accepted for consideration with the understanding that they are original material and are not being considered for publication elsewhere.

Specifications for Manuscripts

All editorial correspondence, including manuscripts for publication should be sent to:

Applied Language Learning
ATFL-AP-AJ
ATTN: Editor (Dr. L. Woytak)
Defense Language Institute
Foreign Language Center
Presidio of Monterey, CA 93944-5006

Manuscripts should be typed on one side only on 8-1/2 x 11 inch paper, double-spaced, with ample margins. Subheads should be used at reasonable intervals. Typescripts

should typically run from 10 to 30 pages.

All material submitted for publication should conform to the style of the *Publication Manual of the American Psychological Association* (4th Ed., 1994) available from the American Psychological Association, P. O. Box 2710, Hyattsville, MD 20784.

Review Process

Manuscripts will be acknowledged by the editor upon receipt and subsequently sent to at least two reviewers whose area of expertise includes the subject of the manuscript. *Applied Language Learning* uses the blind review system. The names of reviewers will be published in the journal annually.

Specifications for Floppy Disks

Preferably use Windows-based software. Format manuscripts produced on one of the DOS-based or Macintosh systems, as an ASCII file at double density, if possible. Please name the software used. MS Word or text documents preferred.

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